

KS2 Sentence Stems for Reading Records - VIPERS:

Guidance and sentence stems to provide supportive feedback in your child's reading record.

Please pick 2/3 questions that are appropriate to the text that your child is reading and discuss their answers aloud. This is not a definitive list of questions, please feel free to ask questions that you feel are appropriate to your discussions, or that will help to move on your child's knowledge/understanding of the text.

After your discussion, use the sentence stems below to record 1 piece of constructive feedback in their reading record. If they have struggled with a particular area, please let us know so that we can provide in-class support.

You can also provide next steps in your child's reading record e.g. *Next, identify another book that you have read that has a similar theme to this / Next, re-read page ____ and decide why this character feels this way / Next, use a dictionary to find the definition of _____.*

Vocabulary -

1) Write down any words that your child was unsure of – we can work together to find the definitions in class.

Today, Billy was unsure of the word/s ... His/her next step is to find the definition of the word _____.

2) Find the most powerful verb/adverb/adjective in the text and discuss why this was the best choice of word. Write down why your child thinks that this was the best choice of word.

Today, Billy discussed the use of the word _____. This choice was powerful because _____.

3) Find and copy one word meaning the same as _____ - get your child to identify an appropriate synonym within the text.

Billy identified 'sullen' as a synonym for 'upset'.

Inference -

1) Find one word/phrase to tell you/show you _____ – use this to discuss characters' emotions/actions/motives in the text.

Billy believes that 'His eyelids began to droop...' indicates that the character was tired.

2) Who is telling the story? How do you know?

Billy knew that the narrator was _____ because _____.

3) How does this paragraph make the reader feel?

We discussed how paragraph 3 (page 76) made us feel _____ because _____.

Prediction -

1) Do you think that _____ will happen? Yes / no / maybe – what evidence is there to suggest this?

Billy predicted that Voldemort would be overpowered in the final battle because he was using a wand that did not belong to him.

2) From the phrase _____, what do you think will happen to _____?

Billy was able to make a sensible prediction about the outcome of the final battle in Harry Potter.

3) What is happening now? What was happening before? What might happen next?

Billy knew that _____ would happen next.

Explanation -

1) Why is the text arranged in this way?

Billy knew that sub-titles had been used to help guide the reader through the report.

2) What is the purpose of this text?

Billy identified that the purpose of this text is to inform and entertain and audience.

3) Which section is the most interesting/exciting part and why?

Billy shared this opinion - _____.

Retrieval -

1) What happened to _____?

Billy found that _____ happened to this character.

2) When did _____ happen?

Billy noted that this event happened on _____.

3) Who did _____?

Billy used the text to find out that _____ completed this action.

Summarise -

1) Use 3 sentences to sum up what you have just read.

Billy could summarise his reading clearly in 3 sentences.

2) Can you summarise in a sentence the beginning/middle/end of this story? (Use after a text has been completed to test recall).

Billy could recall and summarise key sections of the text.

3) In what order to these chapter headings come in the book?

Billy could correctly identify the order of the chapter headings.